

Adequate Yearly Progress Manual

2007-08 School Year



Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

July 2008

Table of Contents

Introduction	2
AYP Determination Processes	2
The Calculated Process	4
Overview of Minimum "n" Size	4
Participation Rates	4
<i>Who is excluded from participation rate calculations (exceptions)?</i>	4
<i>Participation Rate Data Sources and Formula</i>	5
Additional Indicators – Attendance and Graduation Rates	5
Attendance	5
<i>Who is excluded from the attendance indicator calculation?</i>	5
<i>Attendance Rate - Data Source and Formula</i>	5
Graduation Rate	5
<i>Who is excluded from graduation indicator calculations?</i>	5
<i>Graduation Rate - Data Source and Formula</i>	6
Academic Indicators- Reading and Math Annual Measurable Objectives (AMOs)	6
<i>Who is excluded from academic indicator calculations?</i>	7
<i>Academic Indicator Data Sources and Formulas</i>	7
Safe Harbor Provision	8
<i>Safe Harbor Formulas</i>	8
Two Percent Rule	9
<i>Two Percent Rule Formulas</i>	9
Confidence Interval Filter of 99 Percent	9
The Small Schools Accountability Process	10
The Feeder School Process	11
Determining AYP Status	11
Improvement Status for Non-Title I Schools and Districts	12
Improvement Status for Title I Schools	12
Improvement Status for Title I Districts	13
AYP Appeal Process	14
Adequate Yearly Progress and Confidentiality Issues	14
2007-08 AYP Timelines	14
How to Read an Adequate Yearly Progress Status Report	15
Adequate Yearly Progress Data Glossary	17

Introduction

The reauthorization of the Elementary and Secondary Education Act (ESEA), otherwise known as the No Child Left Behind Act of 2001 (NCLB), greatly increased accountability for student academic achievement for all public schools. The NCLB requires that each state establish a single accountability system for all public schools and districts and that it be designed to generate valid and reliable accountability determinations. Because there are many small schools in Montana, our state faces unique challenges in the design and implementation of an accountability system that will meet the requirements of NCLB, particularly with respect to the statistical significance of sample sizes.

To meet the requirements set forth in NCLB, all public schools and districts are required to make adequate yearly progress (AYP), an individual state's measure of yearly progress toward achieving state academic standards. States must provide AYP determinations in time for districts to implement the required provisions, which include public school choice or supplemental educational service options, before the beginning of the next academic school year.

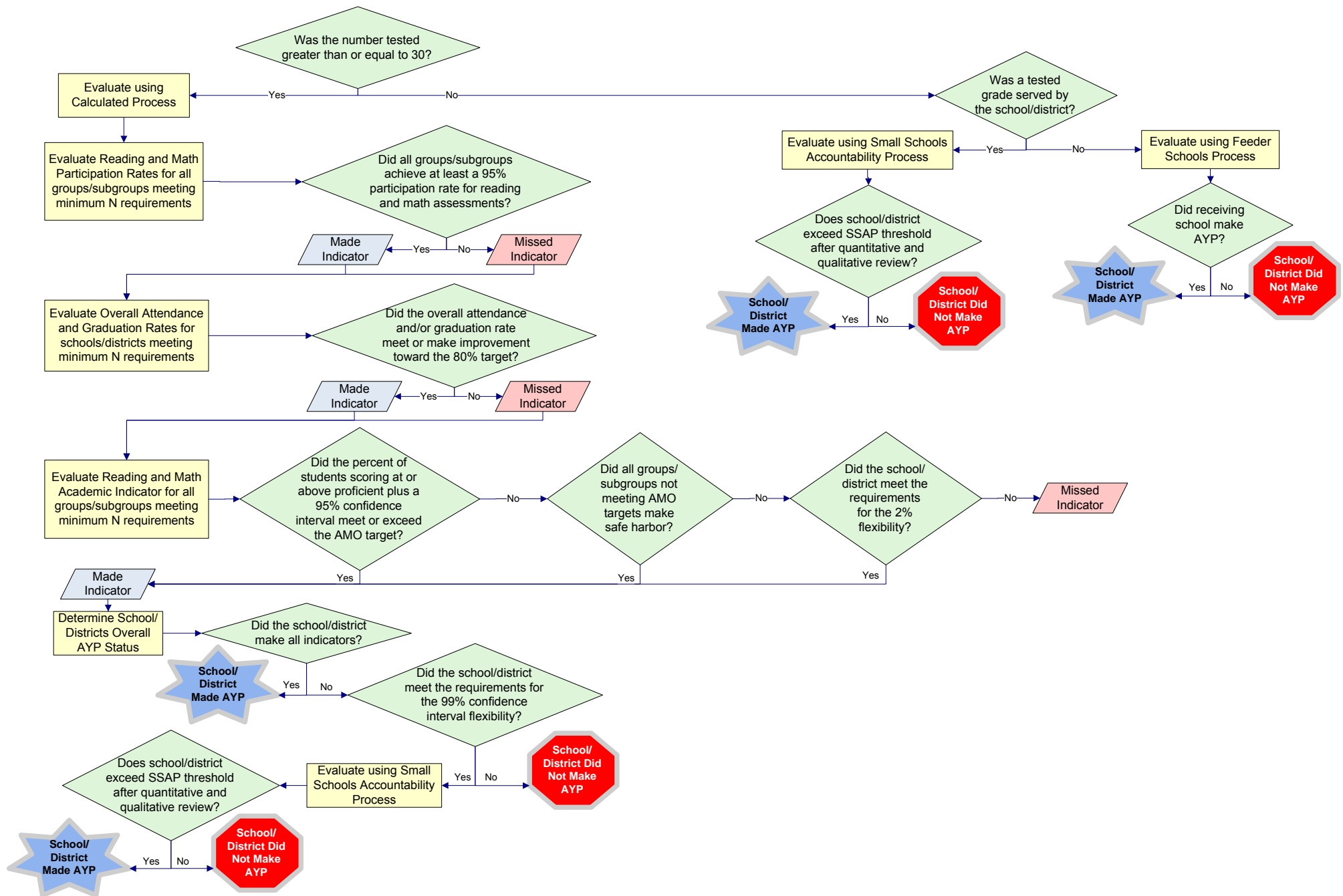
AYP Determination Processes

All public schools and districts must receive an AYP determination, regardless of the size of the schools and districts. These determinations are made using one of the following three processes:

- Calculated Process - used for schools and districts where the total students tested equal 30 or more and is based solely on statistical methods;
- Small Schools Accountability Process (SSAP) - used for schools and districts with less than 30 students tested; and
- Feeder Schools Process - used for schools that do not serve any of the tested grades. These schools receive the AYP determination of the receiving school into which the student population will transfer.

The flowchart on the following page illustrates the processes used to make AYP determinations.

2008 Adequate Yearly Progress Flowchart



The Calculated Process

For a public school or district to make AYP in the calculated process, students are organized by: All students combined, American Indian, Asian, Hispanic, Black, Pacific Islander, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities - these are referred to as "Subgroups." Subgroups meeting the minimum "n" size requirement of 30 in a group must:

- Meet or exceed the state's annual measurable objectives (AMO) in reading and math;
- Have at least a 95% participation rate in the statewide assessments; and
- Meet or make improvement toward the state's requirement for other academic indicators, e.g., attendance at the elementary level or graduation rates at the high school level.

Overview of Minimum "n" Size

The minimum "n" size used for AYP calculated determinations varies, depending on the indicator. The following summarizes the various minimum "n" sizes in Montana's accountability plan approved by the U.S. Department of Education:

- The minimum "n" size for all student groups for reading and math annual measurable objectives and additional indicators (attendance and graduation rates) is 30.
- The minimum "n" size for AYP subgroups of American Indian, Asian, Hispanic, Black, Pacific Islander, White, Economically Disadvantaged, Limited English Proficient (LEP), and Students with Disabilities for reading and math AMOs and additional indicators (Safe Harbor calculations only) is 30. If a subgroup does not include at least 30 students, the AYP results for the subgroup are not reported. In previous years, the subgroup minimum "n" size was 40; however, new for the 2007-2008 school year, the minimum "n" size was reduced to 30.
- The minimum "n" size for participation rate is 40.

Participation Rates

Participation rates are the percentage of enrolled students who participated in the reading and math assessments in the criterion-referenced test. The NCLB requires that 95% of students be tested in all subgroups. Flexibility surrounding participation rates allows for averaging data up to three years. A student is classified as "Did Not Participate" (DNP) for the criterion-referenced test if the student does not have any valid responses for that subject in either CRT or CRT-Alternate. Those students that did not participate in the reading and/or math assessments are given the lowest possible score and assigned to the novice proficiency level. Non-participants are included in AMO calculations.

Who is excluded from participation rate calculations (exceptions)?

- Students with medical exceptions will be excluded through an appeals process.
- Students not enrolled in the public school system, but who took the assessment, including homeschoolers, private accredited schools, and private non-accredited schools.
- Students reported as enrolled less than 180 hours through the AIM student information system.
- Student groups less than 40.

NOTE: Foreign exchange students and students not enrolled for the full academic year must participate in the test, although their scores are not used in AMO calculations. First year LEP/ELL (English language learners) must participate in the math assessment, but have the option of taking either the reading assessment with accommodations or the English language proficiency assessment.

Participation Rate Data Sources and Formula

Data used in the participation rate calculation comes from the Student Response Booklets (numerator in above formula) and from the AIM student information system.

The formula for calculating the participation rate is:

$$\frac{\text{Count of students tested} - \text{Count of Exceptions}}{\text{Count of students enrolled on official test window count date} - \text{Count of Exceptions}}$$

NOTE: All participation rates are rounded up to the nearest whole number.

Additional Indicators – Attendance and Graduation Rates

Attendance

Montana has defined the additional academic indicator for public elementary schools/districts (includes elementary, 7-8 schools) as the attendance rate. Schools/districts must meet an 80% goal or make improvements toward the goal in the aggregate to make the additional academic indicator.

Who is excluded from the attendance indicator calculation?

- Students not enrolled in the public schools/districts such as homeschoolers and private accredited students will not be included in the additional indicator calculations.

Attendance Rate - Data Source and Formula

Attendance is based on total enrollment, not just tested grades. Data used in the attendance rate calculation comes from the AIM student information system. The formula for calculating attendance rate is:

$$\text{Attendance Rate} = \frac{\text{\# Students Present on Fall and Test Window Count Dates}}{\text{\# Students Present on Fall and Test Window Count Dates} + \text{\# Students Absent on Fall and Test Window Count Dates}}$$

Note: K-12 districts attendance rates are calculated using data from only the PK-8 level.

Graduation Rate

The NCLB required additional academic indicator for public secondary schools/districts is graduation rate. Schools/districts must meet an 80% goal or make improvements toward the goal in the aggregate to make the additional academic indicator.

Who is excluded from graduation indicator calculations?

- Students not enrolled in the public schools/districts such as homeschoolers and private accredited students will not be included in the graduation indicator calculations.

Graduation Rate - Data Source and Formula

Data used in the graduation rate calculation comes from the AIM student information system and Annual Data Collection. The formula for calculating graduation rate is:

$$\text{Graduation Rate} = g_t / (c_t + g_t + d^{12}_t + d^{11}_{(t-1)} + d^{10}_{(t-2)} + d^9_{(t-3)})$$

Where:

g= # graduates receiving a standard high school diploma in the standard # of years
c= completers of high school by other means (includes # graduates receiving a standard high school diploma in more than the standard # of years and starting with the 2004-05 AYP determinations, GEDs)
t= year of graduation
d= dropouts

Note: Since completer and dropout data are not reported until after the beginning of the school year, the graduation rate from the previous year will be used (e.g., 2007 graduation rate used in 2008) for all AYP determinations.

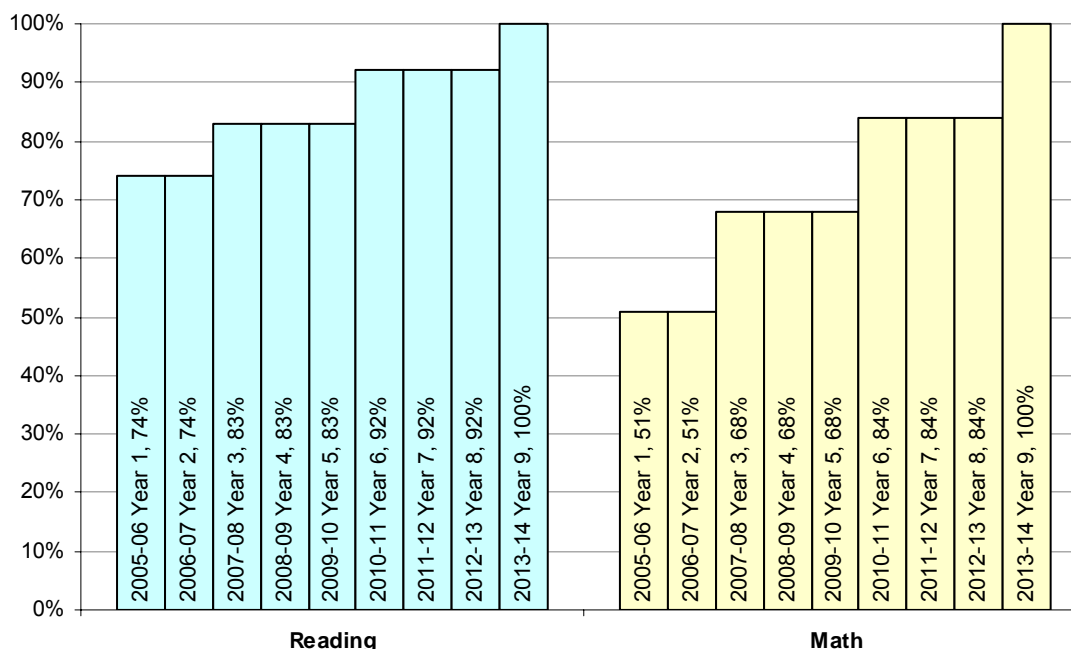
Academic Indicators- Reading and Math Annual Measurable Objectives (AMOs)

As with other states, Montana was required to develop annual measurable objectives, or proficiency targets, to determine if a school, district, or the state as a whole is making AYP toward the goal of having all students proficient in reading and math by the 2013-2014 school year. For a school or district to make the academic indicator, the percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test, which is aligned with state content standards, plus a 95% confidence interval (CI) must be greater than or equal to the AMO for reading and math for all subgroups meeting minimum "n" size requirements.

The 2005-06 CRT results were also used to determine the trajectory of the AMO intermediate goals. This trajectory will assure that all students will reach the proficient level of performance by 2013-14.

The first of three annual measurable objective (AMO) target increases in reading and math occurs in the 2008 AYP determinations. The 2008 AMO threshold for reading is 83%, up from 74% in 2007. The 2008 AMO threshold for math is 68%, up from 51% in 2007.

Montana Annual Measurable Objective Trajectory



Who is excluded from academic indicator calculations?

- Students identified as new to the school (NSAY) for school-level determinations.
- Students identified as new to the district (NDAY) for district-level determinations.
- Students with medical exceptions will be excluded through the appeals process explained in this document.
- Students' Response Booklet which has a designation for noting the student is not enrolled. These designations include homeschoolers, private accredited students, and private non-accredited students.
- Students reported as First Year LEP, Foreign Exchange, or not continuously enrolled from October 1 to the last day of the test window (see NSAY/NDAY above), and students enrolled less than 180 hours through the AIM student information system.

NOTE: Those students that did not participate in the reading and/or math assessments are given the lowest possible score and assigned to the novice proficiency level. They are included in AMO calculations, and the Participation is marked as Not Participating.

Academic Indicator Data Sources and Formulas

Data used in the academic indicator calculations comes from the Student Response Booklets used in the state's criterion-referenced test (CRT) and from the AIM student information system.

The formula for calculating Percent Proficient is:

$$\frac{(\text{Count of students scoring proficient and advanced in AYP group} - \text{Count of Exceptions scoring proficient and advanced in AYP group})}{(\text{Count of all students tested in AYP group} - \text{Count of Exceptions tested in AYP group})}$$

The formula for calculating a 95% one-tailed confidence interval (CI) is:

$$P_U = \frac{n}{n + z^2} \left[p + \frac{z^2}{2n} + z \sqrt{\frac{p(1-p)}{n} + \frac{z^2}{4n^2}} \right]$$

- P_U is the upper limit of the $1-\alpha$ CI (where α is .05)
- p is the sample proportion (i.e., percent at or above proficient)
- n is the sample size
- z is the one-tailed critical value ($z = 1.645$ where $\alpha = .05$)

Safe Harbor Provision

The Safe Harbor Provision of NCLB allows for subgroups that fail to reach the AMO target to still make AYP if there was a 10 percent decrease in the percentage of students below proficient from the prior year. The U.S. Department of Education has approved a 75% one-tailed confidence interval around the reduction calculation. For a school/district to become eligible for Safe Harbor in reading and/or math in Montana, the school/district must show a 10% decrease in the percent not proficient in the prior year. This also applies for each subgroup meeting the minimum "n" size for a subject. Each school/district must also make participation rate indicators for all subgroups, and make the additional academic indicator in the aggregate. For a school/district to move from being eligible to making Safe Harbor for a subject, all subgroups for which it was eligible must meet or make improvements toward the 80% threshold on the additional indicator.

Safe Harbor Formulas

The formula for calculating a 10 percent decrease in the percent of students below proficient from the prior year is:

$$\text{Reduction Target} = \% \text{ Below Proficient for Prior Year} - (\% \text{ Below Proficient for Prior Year} * 0.1)$$

- *% Below Proficient* is the percentage of students below proficient for a subject
- *Reduction Target* is the percentage of students below proficient needed to show 10% reduction from the prior year

The formula for calculating a 75% one-tailed confidence interval is:

$$P_L = \frac{n}{n + z^2} \left[p + \frac{z^2}{2n} - z \sqrt{\frac{p(1-p)}{n} + \frac{z^2}{4n^2}} \right]$$

- P_L is the lower limit of the $1-\alpha$ CI (where α is .25)
- p is the sample proportion (i.e., percent below proficient)
- n is the sample size
- z is the one-tailed critical value ($z = 0.675$ where $\alpha = .25$)

Two Percent Rule

The U.S. Department of Education allows states without a test to measure student performance against modified achievement standards to exercise additional flexibility in making AYP determinations for the students with disabilities subgroup. This flexibility applies only to schools or districts that did not make AYP based solely on their “students with disabilities” not meeting reading and/or math AMOs. The flexibility allows states to apply a "proxy" calculation to compensate for the percent of students with disabilities who would have scored proficient or advanced if the state had a test to measure student performance against modified achievement standards.

Two Percent Rule Formulas

To apply the 2% flexibility, states must calculate, at the state level, a proxy to determine the percentage of special education students (as defined in the Individuals with Disabilities Education Act) that is equivalent to 2 % of all students assessed. This proxy will then be added to the percent of students with disabilities who are proficient (without a confidence interval applied). This adjusted percent proficient is what a state may use to re-examine if the school made AMO. In prior years, the effect of 2% rule proxy has been an adjustment to the calculation of the percentage of students with disabilities scoring proficient between 16 and 17%. The following formulas are used in 2% rule calculations:

$$2\% \text{ Rule Proxy} = 2\% / \text{State Percentage of Tested 'Students with Disabilities'}$$

$$\text{Adjusted Percent Proficient} = \% \text{ At or Above Proficient Without 95CI} + 2\% \text{ Rule Proxy}$$

Confidence Interval Filter of 99 Percent

Beginning with the 2005 Adequate Yearly Progress determinations, the U.S. Department of Education approved a 99% Confidence Interval Filter, with regard to schools/districts evaluated through the calculated process.

The 99% Confidence Interval Filter states that those schools and districts that did not make AYP using the calculated method, but made their reading and math AMOs using a 99% confidence interval, be allowed to be evaluated “holistically” through the Small Schools Process. If the schools/districts made AYP through the Small Schools Process evaluation, the school/district was determined to have made adequate yearly progress.

The Small Schools Accountability Process

In cases where the 'All Students' group does not meet the required minimum "n" size (30), the school or district is deemed to not have enough data points to evaluate using only statistical methods and is evaluated using Small Schools Accountability Process (SSAP). The SSAP is based on several significant quantitative and qualitative factors. These factors include the Criterion-Referenced Test scores (CRT), the Norm-Referenced Test scores (NRT), the Effectiveness Report of the Five-Year Comprehensive Education Plan, CRT improvement, NRT Improvement, and attendance or graduation rate.

The CRT data, NRT data, graduation rate, and attendance data are quantitative and consist of multiple data sets. The total possible points for every school and district will vary according to the number of data sets available. The Effectiveness Report is a qualitative evaluation of goals, action plans, professional development, and curriculum development. Together, the quantitative and qualitative factors generate a comprehensive overview of a school's or district's progress in the continuous school improvement process. The various components of the SSAP are weighted on a scale from one to ten based on their relative importance.

The SSAP includes the following components:

- Academic performance
 - CRT achievement – multiple-year comparison of AMO (currently, five years available)
 - CRT improvement – independent test of progress over time, from actual percentages at or above proficient
 - NRT achievement – multiple-year comparison of percent of students at or above proficient by stanine (five years of test data)
 - NRT improvement – measure of progress over time, from actual percentages at or above proficient
 - Other Academic Indicator – Attendance and Graduation
 - Participation rate
- Emphasis on subgroups
 - All students combined
 - Students racial/ethnic origin (American Indian/Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or Pacific Islander and White)
 - Limited English Proficient (LEP) students
 - Students with disabilities
 - Economically disadvantaged students
- Additional Indicators
 - Graduation Rate
 - Attendance Rate
- Effectiveness Report Review
 - Qualitative evaluation

The small schools process includes those schools and districts that served tested grades, but did not have students enrolled in those grades. If you are in the SSAP process you must receive a cumulative percent of 57 or greater of total points possible to make AYP.

The Feeder School Process

A feeder school is a school that does not serve any of the tested grades (e.g., PK-2 grade span). Feeder schools receive the AYP status of the school into which their students feed, also called receiving school. Since receiving schools can receive their determinations using either the small schools or the calculated process, feeder school determinations can be the product of either process.

Determining AYP Status

All public schools and districts, no matter their size, must receive an annual Adequate Yearly Progress determination. For a school/district to make AYP, they must receive a “Made AYP” status on all applicable indicators. There are two scenarios that are used when assigning statuses to schools and districts. The determining factor of which set of statuses a school/district will follow depends if the school or district contains a Title I status. Title I carries with it additional responsibilities for schools and districts in improvement.

For schools and districts included in the calculated process, statuses are individually assigned for each indicator: reading (includes AMO and participation rate), math (includes AMO and participation rate), attendance rate (PK-8), and graduation rate (Grades 9-12). These individual statuses are translated into an AYP Status; “Made AYP” if all applicable indicators were made and “Did Not Make AYP” if any applicable indicator was missed. An Improvement Status for a school/district is determined by taking the most advanced of these individual indicator statuses, with the exception of those schools/districts identified for improvement prior to NCLB. Therefore, for a school/district to go into Improvement Status (ImYr1 or greater), they must miss the same indicator at least two years in a row; to come out of improvement, they must make all previously missed indicators at least two years in a row by subgroup.

For those schools/districts identified for improvement prior to NCLB, their Improvement Status moves to the next Improvement Status until they make all previously missed indicators. Prior to NCLB, these schools/districts received an overall Improvement Status, but no individual indicator statuses. With the inception of NCLB, these schools/districts were not allowed by NCLB to start over in the improvement sequence. Therefore, the Improvement Statuses for these schools/districts are much further along in the improvement needed sequence than their individual indicator statuses.

Schools and districts going through the Small School Accountability Process do not receive individual indicator statuses in reading, math, attendance rates, and graduation rates. These organizations do receive an AYP Status, determined through the Small Schools Accountability Process. An Improvement Status for these schools and districts is determined using this AYP Status. Therefore, for a school/district to go into Improvement Status via the Small Schools Accountability Process, they must miss AYP at least two years in a row.

Feeder schools also do not receive individual indicator statuses in reading, math, attendance rates, and graduation rates. These organizations do receive an AYP Status, determined by the AYP Status of the corresponding receiving school. An Improvement Status for these schools is determined using this AYP Status. However, when the receiving school’s AYP Status was determined using the calculated process, the receiving school must miss the same indicator two years in a row for the feeder school to go into improvement.

Improvement Status for Non-Title I Schools and Districts

Status Name	AYP Status Description	Made/Did Not Make	Next Step If Miss	Next Step If Make	Improvement Status Definition	Years Not Made
M	Made AYP	Made AYP	Yr1	M	Not Applicable	0
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	Not Applicable	0
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	School Improvement (Year 1)	2
HImYr2	Holding at Improvement Year 2	Made AYP	ImYr3	M	School Improvement (Year 2)	3
HImYr3	Holding at Improvement Year 3	Made AYP	ImYr4	M	School Improvement (Year 3)	4
HImYr4	Holding at Improvement Year 4	Made AYP	ImYr5	M	School Improvement (Year 4)	5
HImYr5	Holding at Improvement Year 5	Made AYP	ImYr6	M	School Improvement (Year 5)	6
<i>HImYr ∞</i>	<i>Holding at Improvement Year ∞</i>	<i>Made AYP</i>	<i>ImYr ∞ + 1</i>	<i>M</i>	<i>School Improvement (Year ∞)</i>	<i>∞ + 1</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	Not Applicable	1
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	School Improvement (Year 1)	2
ImYr2	2nd Year Identified for Improvement	Did not make AYP	ImYr3	HImYr2	School Improvement (Year 2)	3
ImYr3	3rd Year Identified for Improvement	Did not make AYP	ImYr4	HImYr3	School Improvement (Year 3)	4
ImYr4	4th Year Identified for Improvement	Did not make AYP	ImYr5	HImYr4	School Improvement (Year 4)	5
ImYr5	5th Year Identified for Improvement	Did not make AYP	ImYr6	HImYr5	School Improvement (Year 5)	6
ImYr ∞	∞ Year Identified for Improvement	Did not make AYP	ImYr ∞ + 1	HImYr ∞	School Improvement (Year ∞)	∞ + 1

Improvement Status for Title I Schools

Status Name	AYP Status Description	Made/Did Not Make	Next Step If Miss	Next Step If Make	Improvement Status Definition	Years Not Made
M	Made AYP	Made AYP	Yr1	M	Not Applicable	0
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	Not Applicable	0
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	School Improvement (Year 1)	2
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	School Improvement (Year 2)	3
HCYr1	Holding at Corrective Action Year 1	Made AYP	RYr1	M	Corrective Action (Year 1)	4
HRYr1	Holding at Restructuring Year 1	Made AYP	RYr2	M	Restructuring (Year 1)	5
HRYr2	Holding at Restructuring Year 2	Made AYP	RYr3	M	Restructuring (Year 2)	6
HRYr3	Holding at Restructuring Year 3	Made AYP	RYr4	M	Restructuring (Year 3)	7
<i>HRYr ∞</i>	<i>Holding at Restructuring Year ∞</i>	<i>Made AYP</i>	<i>RYr ∞ + 1</i>	<i>M</i>	<i>Restructuring (Year ∞)</i>	<i>∞ + 1</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	Not Applicable	1
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	School Improvement (Year 1)	2
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	School Improvement (Year 2)	3
CYr1	Identified for Corrective Action	Did not make AYP	RYr1	HCYr1	Corrective Action (Year 1)	6
RYr1	1st Year Identified for Restructuring	Did not make AYP	RYr2	HRYr1	Restructuring (Year 1)	7
RYr2	2nd Year Identified for Restructuring	Did not make AYP	RYr3	HRYr2	Restructuring (Year 2)	8
RYr3	3rd Year Identified for Restructuring	Did not make AYP	RYr4	HRYr3	Restructuring (Year 3)	9
<i>RYr ∞</i>	<i>∞ Year Identified for Restructuring</i>	<i>Did not make AYP</i>	<i>RYr ∞ + 1</i>	<i>HRYr ∞</i>	<i>Restructuring (Year ∞)</i>	<i>∞ + 1</i>

Improvement Status for Title I Districts

<i>Status Name</i>	<i>AYP Status Description</i>	<i>Made/Did Not Make</i>	<i>Next Step If Miss</i>	<i>Next Step If Make</i>	<i>Improvement Status Definition</i>	<i>Years Not Made</i>
M	Made AYP	Made AYP	Yr1	M	Not Applicable	0
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	Not Applicable	0
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	School Improvement (Year 1)	2
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	School Improvement (Year 2)	3
HCYr1	Holding at Corrective Action Year 1	Made AYP	CYr2	M	Corrective Action (Year 1)	4
HCYr2	Holding at Corrective action Year 2	Made AYP	CYr3	M	Corrective Action (Year 2)	5
HCYr3	Holding at Corrective action Year 3	Made AYP	CYr4	M	Corrective Action (Year 3)	6
HCYr4	Holding at Corrective action Year 4	Made AYP	CYr5	M	Corrective Action (Year 4)	7
<i>HCYr ∞</i>	<i>Holding at Corrective action Year ∞</i>	<i>Made AYP</i>	<i>CYr $\infty + 1$</i>	<i>M</i>	<i>Corrective Action (Year ∞)</i>	<i>$\infty + 1$</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	Not Applicable	1
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	School Improvement (Year 1)	2
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	School Improvement (Year 2)	3
CYr1	1st Year Identified for Corrective Action	Did not make AYP	CYr2	HCYr1	Corrective Action (Year 1)	4
CYr2	2nd Year Identified for Corrective Action	Did not make AYP	CYr3	HCYr2	Corrective Action (Year 2)	5
CYr3	3rd Year Identified for Corrective Action	Did not make AYP	CYr4	HCYr3	Corrective Action (Year 3)	6
CYr4	4th Year Identified for Corrective Action	Did not make AYP	CYr5	HCYr4	Corrective Action (Year 4)	7
<i>CYr ∞</i>	<i>∞ Year Identified for Corrective Action</i>	<i>Did not make AYP</i>	<i>CYr $\infty + 1$</i>	<i>HCYr ∞</i>	<i>Corrective Action (Year ∞)</i>	<i>$\infty + 1$</i>

AYP Appeal Process

In order to increase the validity of accountability decisions the schools/districts are given an opportunity to appeal the preliminary AYP determinations using the following Appeals Process.

1. The OPI determines preliminary identification of all schools and districts that have not met AYP according to the state criteria and sends notifications.
2. Preliminary identification; the agency (district/school) reviews its data and may challenge its identification. The agency (district/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the OPI.
3. No later than 30 days after preliminary identification, the OPI reviews the appeal and makes a final determination of AYP and identification for school improvement if applicable.

Adequate Yearly Progress and Confidentiality Issues

The state neither publishes nor releases any data pertaining to school performance or other matters for any group or subgroup with fewer than 10 members. Individual student results are never reported to the public. In order to assure that individual students cannot be identified, school results are not publicly reported or displayed when the number of students in a subgroup is less than 10. Asterisks will be used on AYP reports and the Montana Report Card when data has been suppressed found on the Web page <http://www.opi.mt.gov>.

2007-08 AYP Timelines

<i>Date</i>	<i>Task</i>
February 11 - March 26, 2008	CRT-Alternate Test Window
March 3 - March 26, 2008	CRT Test Window
March 1 – March 26, 2008	AIM Program Participation Collection
April 11	Review of Effectiveness Reports
June 2, 2008	OPI receives final CRT data from Measured Progress
June 22, 2008	Measured Progress posts reading and math results on Montana Analysis and Reporting System (MARS)
June 2 - July 10, 2008	School districts to verify CRT data and report discrepancies to OPI
July 18, 2008	Proposed AYP determinations are printed and mailed to schools/districts
August 5, 2008	School/district review and appeals process ends
August 18, 2008	Final AYP determinations printed and mailed to schools/districts
August 21, 2008	Public release of AYP results and data

How to Read an Adequate Yearly Progress Status Report



OFFICE OF PUBLIC INSTRUCTION
P.O. BOX 242541
HELEN AMT 99542-2541
(907) 444-3495 (TDD) 234-9343 (907) 444-8344 (TTY)

Linda McCallie
Superintendent

Proposed Adequate Yearly Progress (AYP) Status Report Calculated Process

This report is to provide schools and districts an overview of their annual progress toward meeting accountability goals in areas required by President Bush's No Child Left Behind Act (NCLB). Goals for improvement should be developed in the areas where a school or district is not making adequate yearly progress. It is acknowledged that there are many and varied measures of educational excellence and quality not represented by this report. Schools and districts are encouraged to utilize the NCLB report card process to share those other measures with their communities. **Deadline for appeals: August 5, 2008.**

SCHOOL: XXXXXXXXXXXX Status Year: 2008
DISTRICT: XXXXXXXXXXXX
COUNTY: XXXXXXXXXXXX Title I School: Yes

SECTION A - Proposed AYP Status

This section provides the current proposed AYP status for the school or district and a summary history of the AYP status for the years listed.

School Year	Reading	Math	Attendance Rate	Graduation Rate	School Overall Improvement Status	School Overall AYP Status
2005	M	M	M	NA	M	Made AYP
2006	MMSH	Yr1	M	NA	Yr1	Did Not Make AYP
2007	Yr1	M	M	NA	Yr1	Did Not Make AYP
2008	MMSH	MMSH	M	NA	M	Made AYP

AYP Status Key

M	Made AYP	HmYr1	Holding at Improvement Year 1
Yr1	1st Year did not make AYP (Valid Use)	HmYr2	Holding at Improvement Year 2
ImYr1	1st Year Identified for Improvement	HCYr1	Holding at Corrective Action Year 1
ImYr2	2nd Year Identified for Improvement	RRYr1	Holding at Restructuring Year 1
CYr1	Identified for Corrective Action	RRYr2	Holding at Restructuring Year 2
RYr1	1st Year Identified for Restructuring	RRYr3	Holding at Restructuring Year 3
RYr2	2nd Year Identified for Restructuring	RRYr4	Holding at Restructuring Year 4
RYr3	3rd Year Identified for Restructuring	RRYr5	Holding at Restructuring Year 5
RYr4	4th Year Identified for Restructuring	RRYr6	Holding at Restructuring Year 6
RYr5	5th Year Identified for Restructuring	MSH	Made AYP with Safe Harbor
RYr6	6th Year Identified for Restructuring	SSAP	Small Schools Accountability Process
NA	Not Applicable	FEEDER	Feeder School
UNKNOWN	Unknown Status	TBD	AYP to be determined - small student population
IDB	Insufficient Disaggregation of Data	SSP	Small Schools Process

W:\P\H\H\B\Access\TST\Accountability\Tracking\Accountability\Tracking.asp 7/2/2008 8:37:13 AM

Page 1

All public schools and districts receive an AYP status report similar to the one on the left.

Section A

If all groups meeting minimum N requirements meet reading and math targets (includes both AMO and participation rate), attendance rate (for grades K-8 only), and graduation rate (for grades 9-12 only), the school/district is designated as "Making AYP."

If any target by any subgroup is not met, the school/district is designated as "Not Making AYP."

Missing a target in the same indicator for two years in a row will place the school/district in improvement status.

Please note that schools and districts receiving their AYP determinations from the Small Schools Accountability or Feeder Schools processes do not receive statuses for individual indicators (reading, math, etc.), but do receive an overall AYP and Improvement status.

Proposed Adequate Yearly Progress (AYP) Status Report

SECTION B - Current AYP Status Detail

This section details information where a school or district did not reach yearly accountability goals or met the requirements of Safe Harbor, the 2% Rule Flexibility, or the 99% Confidence Interval Filter. For a detailed listing of all indicators and corresponding current year data, see Section C.

Accountability Indicators	Subgroup	Indicator Status
Math	Economically Disadvantaged	Made Safe Harbor
Math	Students with Disabilities	Made Safe Harbor
Reading	Economically Disadvantaged	Made Safe Harbor
Reading	Students with Disabilities	Made Safe Harbor
Accountability Indicators Key	Subgroup Key	Indicator Status Codes Key
Reading	All students	Mixed AYO
Math	White	Mixed 99% Is Not
Attendance Rate K-6	Black	Mixed Attendance Rate
Graduation Rate 9-12	Hispanic	Mixed Graduation Rate
	Native Hawaiian or Pacific Islander	Made Safe Harbor
	Am. Indian/Alaskan Native	Made 2 Percent Rule Flexibility
	Asian	Made 99 Percent CI Flexibility
	Economically Disadvantaged	Made on Appeal
	Limited English Proficient	
	Students with Disabilities	

SECTION C - Supporting Data

Subgroup and Indicator Detail - This section summarizes all the data, disaggregated by subgroup, used by the OPI to determine the proposed AYP status for the school or district for the current year. Note: A 95% confidence interval has been applied to the reading and math percent proficient values and, therefore, differs from the reports previously received by the school or district from the testing company, which reflect the actual percent proficient values.

Targets	83%	95%	68%	95%	80%	80%
Subgroup	Reading Percent Proficient	Reading Participation	Math Percent Proficient	Math Participation	Attendance Rate	Graduation Rate
All students	86	100	72	100	94	NA
White	86	100	72	100	NA	NA
Black	*	*	*	*	NA	NA
Hispanic	*	*	*	*	NA	NA
Native Hawaiian or Pacific Islander	*	*	*	*	NA	NA
Am. Indian/Alaskan Native	*	*	*	*	NA	NA
Asian	*	*	*	*	NA	NA
Economically Disadvantaged	80	100	61	100	NA	NA
Limited English Proficient	*	*	*	*	NA	NA
Students with Disabilities	55	100	45	100	NA	NA
Indicator Key						
NA= Count of students in this subgroup is 0 or the indicator is not applicable.						
* = Count of students in this group/subgroup is less than 30 and not used for this AYP determination.						

The following sections apply only to those schools and districts receiving their AYP determination from the Calculated Process.

Section B

Section B lists all instances (by indicator and subgroup) where the school or district did not reach yearly accountability targets or met the requirements of Safe Harbor, the 2% Rule Flexibility, or the 99% Confidence Interval Filter.

Section C

Section C summarizes all data used to determine the school or district's AYP status.

A 95% confidence interval has been applied to all reading and math proficiency data in this section.

Reading and math participation rate data will be the highest of the following: current-year participation rate, a two-year participation rate, or a three-year participation rate.

Attendance and graduation rates lower than the target are allowed as long as improvement was made from the prior year.

Adequate Yearly Progress Data Glossary

Adequate Yearly Progress (AYP): An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year as required by the NCLB.

Additional Academic Indicator: Montana has defined the required additional academic indicator for public elementary schools/districts (includes elementary, 7-8 schools and middle schools) as attendance rate. The required additional academic indicator for public secondary schools/districts is graduation rate. Schools/districts must meet an 80% goal or make improvements toward the goal in the aggregate to make the additional academic indicator.

Aggregate: The total or combined performance of all students for reporting purposes.

Annual Measurable Objective (AMO): Target that schools/districts must meet to make the academic indicator toward the goal of having all students proficient in reading and math by the 2013-2014 school year. In Montana, the percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test, which is aligned with state content standards, must be greater than or equal to the AMO for reading and math.

Attendance Rate: The additional academic indicator for public elementary schools and districts in AYP determinations. Montana's attendance rate is calculated using the following formula:

$$\frac{(\text{Fall Enrolled} - \text{Fall Absent}) + (\text{Test Window Enrolled} - \text{Test Window Absent})}{\text{Fall Enrolled} + \text{Test Window Enrolled}}$$

Where:

Fall Enrolled= # students enrolled on the first Monday in October

Fall Absent= # students enrolled, but absent on the first Monday in October

Test Window Enrolled= # students enrolled on the last day of the school's test window

Test Window Absent= # students enrolled, but absent on the last day of the school's test window

Calculated Process: Method used to make AYP determinations for schools/districts where the "All students combined" subgroup meets required minimum "n" size (30), allowing for statistically reliable results.

Confidence Interval: The likely range for a given value, given known levels of error.

Criterion-Referenced Test (CRT): A standardized test that is aligned with Montana's content standards in order to measure students' performance with respect to said standards.

CRT Alternate Assessment (CRT-AIT): An evidence-based test that is aligned with Montana's content standards through extended benchmarks and measures student performance based on alternate achievement standards. It is expected that only those Individuals With Disabilities Education Act (IDEA) (eligible students with the most significant cognitive disabilities) will participate in the alternate assessment.

Cut Score: A point on a score scale where scores above that point are interpreted differently from scores below that point.

Disaggregation: Separate a whole into its parts. Adequate Yearly Progress data is disaggregated by race/ethnicity, economically disadvantaged, limited English proficient, and students with disabilities.

Dropout: An individual who:

- was enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count, **or**
- was not enrolled at the beginning of the previous school year, but was expected to enroll and did not re-enroll during the year ("no show") and was not enrolled on the date of the current school year October count, **and**
- has not graduated from high school, **and**
- has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or has died.

Dropout data is collected from all accredited schools with grades 7 through 12.

Economically Disadvantaged: A student eligible to participate for the Free/Reduced Lunch Program under the National School Lunch Act.

Feeder School: A school that does not serve a tested grade. Feeder schools receive the AYP status of the school into which their students feed.

First Year Limited English Proficient: Limited English Proficient (LEP) students who are enrolled in a United States school for the first school year. These students will be included in participation rates for AYP, but their scores will not be calculated in the Annual Measurable Objective (AMO). In addition, these LEP students:

- must participate in the math portion of the test with accommodations as necessary; and
- must participate in the reading in one of the following ways;
 - participate in the reading portion of the test with accommodations as necessary or
 - take an English language proficiency assessment.

Former Limited English Proficient: students identified as Limited English Proficient in the past two years who have attained proficiency.

Full Academic Year: continuous enrollment from the October enrollment reporting data (first Monday in October) through the test administration. This definition is applied separately at both the school and district levels, with those students identified as not enrolled in school for the full academic year (NSAY) being excluded from all school-level annual measurable objective calculations and those students identified as (NDAY) being excluded from all district-level annual measurable objective calculations.

General Education Development (GED): A high school equivalency certificate granted to individuals who have not completed a formal high school education, but have achieved satisfactory scores on a comprehensive test that appraises educational development. The GED recipients are included in the dropout count.

Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary-level school. This does not include other completers, high school equivalency (GED) recipients, or other certificate recipients. For purposes of AYP determinations, graduate data is collected by whether an individual graduated from high school in the “standard number of years” (see definition).

Graduation Rate: Montana’s U.S. Department of Education-approved high school graduation rate to be used for determining Adequate Yearly Progress (AYP) is an estimated cohort group rate calculated by the method recommended by the National Center for Education Statistics (NCES). Graduation rate is the required additional indicator for public high schools in AYP determinations. Montana’s graduation rate is calculated using the following formula:

$$\text{Graduation Rate} = g / (c_t + g_t + d_t^{12} + d_{(t-1)}^{11} + d_{(t-2)}^{10} + d_{(t-3)}^9)$$

Where:

- g= number of graduates receiving a standard high school diploma in four years or less (from the time enrolled in 9th grade) or who had an IEP allowing more than four years to graduate
- c= number of graduates receiving a standard high school diploma in more than four years (from the time enrolled in 9th grade) and did not have an IEP, and students that received a GED through a district-administered GED program
- t= year of graduation
- d= dropouts
- 12, 11, 10, 9 = class level

Note: Using this formula, as with dropouts, other high school completers and nonstandard graduates decrease the graduation rate which is used to determine Adequate Yearly Progress.

Individualized Education Program (IEP): The written instructional plan for students with disabilities designated as special education students under the Individuals with Disabilities Act (IDEA-Part B) which includes:

- statement of present levels of educational performance of a child;
- statement of annual goals, including short-term instructional objectives;
- statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs;
- projected date for initiation and anticipated duration of services;
- appropriate objectives, criteria and evaluation procedures; and
- schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Limited English Proficient (LEP): Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. When used with reference to individuals it means:

- individuals who were not born in the United States or whose native language is a language other than English;
- individuals who come from environments where a language other than English is dominant; or
- individuals who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency,

and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Minimum N: The smallest number of students a state has determined can produce statistically reliable results for a subgroup while protecting the confidentiality of the individuals within the subgroup.

No Child Left Behind Act (NCLB): The reauthorization of the Elementary and Secondary Education Act (ESEA), otherwise known as the No Child Left Behind Act of 2001 (NCLB), which increases accountability for student academic achievement for all public schools.

Non-Standard Accommodation: Non-standard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Non-standard accommodations are only available for a student with IEP/504/LEP plans. For the test(s) the student takes with a non-standard accommodation, the score for that test(s) will automatically be reported in the NOVICE performance category for that content area.

Non-Standard Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary-level school; however, the individual took more than the standard number of years to complete the program or did not have an Individualized Education Plan allowing for more than the standard number of years. This does not include other completers, high school equivalency (GED) recipients, or other certificate recipients. For purposes of AYP determinations, graduate data are determined by whether an individual graduated from high school in the “standard number of years” (see definition).

Norm-Referenced Test (NRT): A standardized testing instrument by which the test-taker's performance is interpreted in relation to the performance of a group of peers, or norming group, who have previously taken the same test. Scores from a norm-referenced test indicate how a given student's knowledge or skill compares with that of others in the norm group. They do not measure what a student knows or does not know.

One Percent Cap: The rule that limits proficient and advanced scores from alternate assessments based on alternate achievement standards that may be included in state and district-levels AYP determinations to 1.0 percent.

Other High School Completer: Individual who received a certificate of attendance, or other certificate of completion from the school district, in lieu of a diploma during the previous school year and subsequent summer school. In Montana, this category is limited to students that received a GED through a district-administered GED program.

Participation Rate: The percentage of enrolled students who participate in the state assessment.

Performance Level: The overall performance in a domain on the CRT described in four levels: Advanced (exceeds the standard); Proficient (meets the standard); Nearing Proficiency (partial mastery of standard); and Novice (does not meet the standard).

Public Schools/Districts: Institutions that provide educational services at the elementary and/or secondary level or the local education agency administratively responsible for institutions that provide educational services at the elementary and/or secondary level. These organizations receive public funds as the primary support. For purposes of AYP determinations in Montana, these include all schools and districts open/operating at the time of the test window, identified as “public.”

Race/Ethnicity: The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies.

American Indian/Alaskan Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinents. This area includes, for example, China, India, Japan, and Korea.

Black or African American (not Hispanic)—A person having origins in any of the black racial groups of Africa.

Hispanic or Latino—A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Native Hawaiian or Pacific Islander—A person having origins in any of the original peoples of Hawaii or the Pacific Islands. This area includes, for example, Guam, the Philippine Islands, Samoa and Tahiti.

White, Non-Hispanic—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Safe Harbor Provision: Allows for subgroups failing to reach the AMO target to still make AYP if there was a 10 percent decrease in the percentage of students below proficient from the prior year.

Significant Cognitive Disabilities: A student that meets all of the following criteria:

- has an active IEP and receives services under the Individuals with Disabilities Education Act (IDEA);
- has demonstrated cognitive abilities and adaptive behavior that require substantial adjustments to the general curriculum;
- has learning objectives and expected outcomes focused on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives; and
- requires direct and extensive instruction to acquire, maintain, generalize and transfer new skills.

Small Schools Accountability Process: Method used to make AYP determinations for schools/districts where the "all students combined" subgroup does not meet the required minimum "n" size (30), and, thereby, deemed to not have enough data points to evaluate using statistical methods alone.

Standard Accommodation: Changes in the routine conditions under which students take the criterion-referenced tests (CRT) and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to all students (students with disabilities, as well as students without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies. Standard accommodations may be given in reading and/or math and do not change intent/content of the test.

Standard Number of Years Graduate: An individual completing a district's graduation requirements in four years or less from the time an individual enrolled in the 9th grade, or with an Individualized Education Program (IEP) allowing for more than four years to graduate.

Starting Points: The accepted baseline that is referenced to determine future levels of performance or progress.

Students with Disabilities: A student having an Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA-Part B).

Subgroup: A well-defined group of students. The following student subgroups are required to be included in Montana's AYP determinations: All Students Combined, American Indian, Asian, Hispanic, Black, Pacific Islander, White, Economically Disadvantaged, Limited English Proficient, and Students With Disabilities.

Two Percent Rule: additional flexibility allowed by the U.S. Department of Education for states without modified achievement standards. This rule applies only to schools and districts that did not make AYP based solely on their "Students with Disabilities" subgroups not meeting reading and/or math AMOs. Eligible states may calculate a proxy to determine the percentage of special education students (as defined in the Individuals with Disabilities Education Act) that is equivalent to 2.0 percent of all students assessed. For this year only, this proxy will then be added to the percent of students with disabilities who are proficient (no confidence interval). This adjusted percent proficient is what a state may use to re-examine if the school made AYP.